

REVISED 3/23/05 2004-2005 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet

Type of School: ☒ Elementary ☐ Middle ☐ High ☐ K-12

Name of Principal

Mr. Dean Myers

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name

Tipton Hill School

(As it should appear in the official records)

School Mailing Address

4256 NC 197

(If address is P.O. Box, also include street address)

Green Mountain

North Carolina

28740-9729

City

State

Zip Code+4 (9 digits total)

County Mitchell County Schools

School Code Number*610-336

Telephone (828)688-4853

Fax (828)688-2949

Website/URL <http://central.mitchell.k12.nc.us/TiptonHill/>

E-mail dmyers@mcnc.org

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date_____

Name of Superintendent*

Dr. William Sears

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Mitchell County Schools

Tel. (828)688-4432

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date_____

Name of School Board
President/Chairperson _____

Mr. Jeff Harding

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date_____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2004-2005 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
 - 3 Elementary schools
 - 2 Middle schools
 - Junior high schools
 - 1 High schools
 - 2 (Other) Primary
 - 8 TOTAL
2. District Per Pupil Expenditure: \$7,142.00
 Average State Per Pupil Expenditure: \$6,741.00

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
 - ☐ Urban or large central city
 - ☐ Suburban school with characteristics typical of an urban area
 - ☐ Suburban
 - ☐ Small city or town in a rural area
 - ☒ Rural
4. 19 Number of years the principal has been in her/his position at this school.
 _____ If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK				7	4	7	11
K	7	6	13	8	6	9	15
1	7	3	10	9			
2	9	5	14	10			
3	7	0	7	11			
4	12	3	15	12			
5	5	0	5	Other			
6	10	5	15				
			TOTAL STUDENTS IN THE APPLYING SCHOOL →				105

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------|--------------------------------|
| 91% | White |
| 0% | Black or African American |
| 9% | Hispanic or Latino |
| 0% | Asian/Pacific Islander |
| 0% | American Indian/Alaskan Native |
| 100% | Total |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 15%

(This rate should be calculated using the grid below. The answer to (6) is the mobility rate.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	10
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	6
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	16
(4)	Total number of students in the school as of October 1 (same as in #5 above)	105
(5)	Subtotal in row (3) divided by total in row (4)	.15
(6)	Amount in row (5) multiplied by 100	15

8. Limited English Proficient students in the school: 2%
- 2 Total Number Limited English Proficient

Number of languages represented: 2
Specify languages: English and Spanish

9. Students eligible for free/reduced-priced meals: 78%

Total number students who qualify: 82

If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 24%
25 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

___ Autism	___ Orthopedic Impairment
___ Deafness	1 Other Health Impaired
___ Deaf-Blindness	17 Specific Learning Disability
___ Hearing Impairment	7 Speech or Language Impairment
___ Mental Retardation	___ Traumatic Brain Injury
___ Multiple Disabilities	___ Visual Impairment Including Blindness
___ Emotional Disturbance	

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	1	_____
Classroom teachers	9	_____
Special resource teachers/specialists	_____	.7
Paraprofessionals	2	_____
Support staff	_____	1.3
 Total number	 12	 2.0

12. Average school student-“classroom teacher” ratio: 12:1
13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	97%	95%	95%	94%	94%
Daily teacher attendance	95%	97%	95%	90%	93%
Teacher turnover rate	30%	30%	33%	15%	15%
Student dropout rate (middle/high)	0%	0%	0%	0%	0%
Student drop-off rate (high school)					

PART III- SUMMARY

The picturesque, small-rural community of Tipton Hill, located in the northern part of Mitchell County, North Carolina, and swaddled within the folds of the Appalachian Mountains, exemplifies the traditional values and community spirit evident in many rural communities throughout this country. Tipton Hill School's legacy began as John Henry Tipton, a Methodist preacher and the school's namesake, worked tirelessly to ensure that the area's youth would have access to education and it was during the 1930's that WPA workers began the construction of Tipton's dream. Over time, that building was replaced as was the once vibrant Tipton Hill High School building. Today's Tipton Hill School is small in size; however, within the petite, one-story, red-bricked building lies the same strong commitment to education as was evident in its founder.

The mission of Tipton Hill School is to prepare all students to become productive citizens by providing diverse learning experiences in a safe, positive and appropriate learning environment supported by the total community. Tipton Hill does not accept failure, but rather believes that all students can and will learn when afforded adequate time, effective instruction and a nurturing environment. Tipton Hill School follows the NC Standard Course of Study and the ABC's Public Education Goals in reading, writing and math. A review of End of Grade Tests (1998-2004) reveals a consistent increase in the Performance Composite with over 95% of our students being at or above grade level in both reading and math in 2004. Tipton Hill has been recognized on the county, state, and national levels for outstanding academic progress and has earned such titles as Top 25 School for Growth, NC School of Distinction, NC School of Excellence and Honor School of Excellence. Tipton Hill was also recognized by the North Carolina Education Alliance in their first annual *What Works* publication and by the Education Trust, a Washington based group that recognizes the top one-third of schools in each state working with economically challenged, at-risk students.

Students are given the opportunity to be successful in all areas. Tipton Hill provides numerous leadership opportunities to build confidence and capability. Students take an active role in being positive contributors through activities such as assisting with cleaning the grounds, making announcements and most of all, exhibiting conduct that is conducive to learning. The school is proud of students' accomplishments and highlights these successes whenever possible.

In order to provide a quality education, teachers and staff members are also held to high expectations. Rigorous staff development enables our teachers to have all necessary information in providing instruction to the students. Initiatives such as Talent Search, the Toe River Arts Council and the Spruce Pine Kiwanis Club add to Tipton Hill's instructional program. The faculty and staff are professionals and leaders in education.

Faced with meeting the needs of each of Tipton Hill's 105 students, teachers often overcome the economic challenges of a small school through commitment, ingenuity and hard work. Having 78% of the students qualifying for free/reduced lunch, Tipton Hill, as a Title I School, has been able to hire an additional teacher to reduce class size and eliminate a primary classroom with three grade levels. Further, Tipton Hill's teachers extend learning by soliciting time and expertise from parent and community

PART IV-INDICATORS OF ACADEMIC SUCCESS

1. Meaning of Assessment Results

In 1996, the North Carolina State Board of Education began the first phase in implementing the newly adopted statewide, basic-skills, testing program. At full implementation at the elementary level, this ABC's Accountability Program tested all eligible students in grades 3-8 with particular focus on strong accountability, high educational standards, teaching the basics, and maximum local control.

Basically, the ABC's was designed to measure achievement and performance with the goal of improving the overall level of student achievement in North Carolina. Schools meeting specified growth levels were eligible for awards and recognition while those performing well below acceptable levels would received help with aligning their programs more closely to the competencies outlined in the *North Carolina Standard Course of Study (NCSCS)*.

Since the testing program began, students in grades 3-8 have been administered end-of-year, standardized, multiple-choice, tests in reading comprehension, mathematics computation and mathematical application. Competencies are aligned with the *NCSCS* and the federal requirements of No Child Left Behind.

The ABC's Accountability model set performance levels and growth standards for each school, a model that works as follows: Students receive both an achievement level score, as well as a developmental scale score in reading and math. As students progress through grade levels, the scale scores are used to chart individual growth. The Growth Standards measure each school's progress with expected growth referring to the reasonable amount of growth anticipated for one year of instruction, and high growth to progress that exceeds the expected amount by at least ten percent. For the past five years, Tipton Hill School has met expected growth and during the last three years, achieved high growth. Achievement levels are used to show the percentage of students scoring at least the prescribed minimum. Students who score Level III are considered minimally prepared for success at the next grade level, while students scoring Level IV are considered well prepared for the next school year. Tipton Hill's achievement levels have increased significantly during the past five years. Because of the small enrollment number at Tipton Hill, no subgroups were selected but score are reported, as can be seen on pages 12-23. Due to the isolated location, the majority of the students are white. Consequently, those students of Hispanic origin have been totally submerged in the English language and the American culture; and, as a result, all have scored at least a Level III. Additionally, the Tipton Hill community generally has valued education and supported the school by instilling in their children the importance of school achievement. Tipton Hill parents have held high expectations for their children and demanded that the children put forth great effort into learning and likewise expected that the school put forth a challenging curriculum using effective teaching strategies. Tipton Hill School has been lucky to have such parental and community support and could not have attained such high student achievement level without it. Eighty percent of Tipton Hill's students scored Level III or above during the 2000-2001 school year and, as a result, earned the title of School of Distinction. Having at least 90% at Level III for the next two years, 2001-2002 and 2002-2003, Tipton Hill received the title of School of Excellence. Tipton Hill earned the highest designation possible under the ABC's of Public Education, Honor School of Excellence, for the school year 2003-2004. Also, Tipton Hill exceeded the minimal standard for receiving this honor by attaining Exemplary Growth/Gain status as well. Under the federal No Child Left Behind Act, Tipton Hill made Adequate Yearly Progress (AYP) and met 13 out of 13 AYP targets.

Further information concerning the North Carolina's ABC's Accountability Program is available by logging onto the North Carolina Department of Public Instruction's website at www.dpi.state.nc.us/sites.html.

2. Use of Assessment Date

Tipton Hill analyzes all data derived through student assessment and uses the results to evaluate and revise teaching practices as a means of improving individual and class achievement. Teachers use various formal and informal methods of assessment throughout the school year to monitor student progress. Communication skills and math assessments are administered each quarter. These assessments identify specific strengths and weaknesses in the areas of decoding, fluency, comprehension skills and mathematical applications and computations.

Students in grades 3-8 are given pre-assessment tests in both reading and math during the first and third quarters of each year. Teachers use both individual reports and class reports to help them plan effectively for instruction.

Currently, Tipton Hill has implemented a daily workshop session for students who have scored less than three on the NC EOG. Here, teachers are better able to meet individual student needs.

At the end of each quarter, the principal holds conferences with each teacher to review assessment results and discuss different strategies to improve student learning and the progress of these students is closely monitored during the next quarter. Teachers provide before-school and after-school remediation for struggling learners. Personalized Education Plans are devised for students who are identified as working below grade level and a plan of remediation is put into place. Teachers also use information gained from Individual Education Plans for those students being served by the Special Education Department.

Tipton Hill believes that an important component of any effective school is to allow time for reflection--to take what you did and how you did it to see how successful you were at meeting your goals and to see where and how you can improve. One tool that is invaluable to this process is the effective use of assessments and their results.

3. Communicating Student Performance

Within the first week of school, a parent meeting is held at the school to allow parents to meet the teachers and to give teachers the opportunity to share expectations and to explain the assessments that will be used to evaluate student progress. The principal, teacher, parents and student sign an agreement that outlines the responsibility of each party to promote student success.

Interim progress reports are sent home at the midpoint of each grading period with report cards going home at the end of each quarter. K-2 teachers send home daily communication bags that contain graded student work, newsletters and homework. Teachers in grades 3-8 send graded assignments home with students at regular intervals. Teachers maintain regular contact with parents who are unable to meet by contacting them by phone or letter. Assessment results are available on the Tipton Hill School and Mitchell County websites, as well as the school's regular newsletter. Our school's performance in comparison to the district and state is compiled on the North Carolina School Report Card, also posted on the Mitchell County School's website. Our School Improvement Plan, which shows disaggregated test results for the past three years, is also available for viewing. This year the county office initiated the Mitchell Access and Communication system (MAC) that delivers important announcements and events by phone.

4. Sharing Successes With Other Schools

Tipton Hill was one of twenty-one schools across North Carolina chosen for its success story in the highly publicized *What Works* tour of the North Carolina Education Alliance. This report identified and highlighted effective schools and programs that demonstrated exceptional success in serving and educating high-risk, low-income populations. Paige Hamp, director of the Alliance, is an educator and nonprofit manager specializing in problems facing at-risk children. In her report she found Tipton Hill, along with the other schools, "represents the idea that regardless of income, and in many instances, regardless of race, children will excel given the right chances. Essentially, schools were chosen that had a high percentage of needy students, greater than 60 percent, and scored well on end-of-grade tests, showing steady and remarkable improvement. Most of the schools chosen had at least 80 percent of students performing at or above grade level in reading and mathematics." Tipton Hill, a *What Works* school, was chosen for this effort because of the characteristics and factors that led toward the success of all students. The Education Trust released a first of its kind state-by-state and national analysis of high-poverty and high-minority schools that scored in the top 1/3 of their states. Tipton Hill School was one of the schools recognized nationally in this report. The report, *Dispelling the Myth Revisited*, found that in

the year 2000 (the most recent year for available test data in every state) over 4,500 high-poverty and/or high-minority schools nationwide had scored in the top 1/3 of all schools in their states, often outperforming predominantly white schools in wealthy communities. Tipton Hill believes that this report helped dispel the myth by showing that even though our students may live in poverty and attend a small school, they are correct in raising expectations, providing additional state and local resources, supporting quality leadership, teaching, and even insisting on accountability as North Carolina requires in its ABC program. Barbara Lawrence also highlighted Tipton Hill's successful strategies in her study funded by the Rural School and Community Trust. She discussed topics concerning Appalachian education, including tactics used in successful rural schools as Tipton Hill, with a high poverty rate. These publications, in addition to the local newspaper articles and our open-door policy to visiting teachers and administrators from other schools, provide excellent opportunities to share our successes.

PART V- CURRICULUM AND INSTRUCTION

1. Description of the school's curriculum

The curriculum at Tipton Hill School is based on the goals and objectives identified by the *North Carolina Standard Course of Study* (SCS). The SCS defines the programs of study in each of the subject or skills areas required to be offered and available in each public school. Each elementary school is responsible for providing instruction in arts education, computer skills and information skills, English language arts, guidance, healthful living, mathematics, science, social studies, physical education and foreign language. Our K-4 classrooms are self-contained while the 5-8-grade students function using the middle grades concept. Tipton Hill promotes the school within a school design. The middle graders' day is comprised of seven class periods covering the core curriculum plus opportunities for physical education activities, media, music, guidance, computer technology, art and enrichment or remedial instruction.

Spanish as part of the core curriculum is offered two days a week at Tipton Hill School. All classes including seventh and eighth graders meet on a regular basis in classes lasting from 30-45 minutes each. In upper grades, the teacher focuses on written and oral Spanish. The teacher has students to write and present monologues and skits, learn music, and engage in Spanish cultural activities.

Teachers are required to form quarterly pacing guides for each grade level. These guides are valuable tools that keep classroom teachers on pace, help other teachers integrate their areas with topics and themes used in the classrooms, and keep parents up-to-date of current and upcoming projects or assignments.

Tipton Hill School has a clear and concise mission that represents a common vision of success. The mission statement serves to focus teachers and staff toward objectives, and includes the expectation that all children can learn. Failure is not an option at Tipton Hill; everything we do for our children is worthwhile.

A school cannot possibly do everything. Tipton Hill actively seeks community support from businesses, churches, and individual volunteers. Our community programs provide a foundation for mentoring and after-school support. The extension and community association volunteers and the 4-H staff teach our kindergarten about proper nutrition. The Toe River Arts Council (TRAC) is instrumental in enriching our art education curriculum. TRAC has set-up programs here at school for our children with local artists and at the Penland School of Crafts. Some art mediums that TRAC has brought to our children in recent years have been woodcarving, pottery, Cherokee shuck dolls, traditional foods, professional storytelling and music by various musicians.

Parents also offer their expertise to enhance our curriculum. Each February, one of our parents, who is a certified dental hygienist, visits our classrooms and presents a lesson on Dental Health. We are fortunate in having parental help during Fire Prevention Week as well.

Tipton Hill offers an after-school tutoring program that addresses basic skills. The program provides snacks and is open until 5:30 p.m. for students.

2. Reading Curriculum and Why It was Chosen

Teachers at Tipton Hill incorporate a variety of methods to see that students receive optimal reading instruction, but basically our school's reading program follows the traditional approach to direct instruction. We believe that reading is the single most important skill a student can attain to be successful in school. Therefore, early instruction and intervention are of utmost importance. In the lower grades, sound and word repetition are essential to fluency. As students progress, self-questioning, paraphrasing and vocabulary skills are key strategies essential to reading comprehension. Students then learn sequencing; inferences, author's point of view, and purpose for writing to help them better understand what they have read. Teachers in all grades also utilize reading portfolios as a means of charting student progress and as a way of illustrating strengths and weaknesses for parents, students and teachers.

Teachers incorporate different programs to enhance their own classes. Our kindergarten and first grade utilize the *Reading A-Z* on-line reading program while other classes incorporate *LANGUAGE! Orchard*, *Cornerstone* and *Joseph's Reader*. Lower grade teachers utilize *Saxon Phonics*, a basal series and other literary methods.

One program that has proven to be beneficial for both the lower and upper grades is the *Accelerated Reader Program*. Based on the students' reading levels, they are allowed to choose books of interest and take comprehension quizzes. Teachers also utilize *Drop Everything And Read (DEAR)* and nightly required readings.

One of the greatest qualities of the Tipton Hill reading program is that the teachers are equipped with a "full bag" of reading strategies and methods based on individual student's needs and learning styles. In addition, teachers continually update their information by attending workshops and conferences and using on-line resources.

Why does Tipton Hill use such a varied program for its reading curriculum? We feel that this program maximizes teaching and learning time, while providing the flexibility needed to provide students with instruction aligned to their individual needs.

3. Math Curriculum

Tipton Hill School emphasizes the need for strong mathematical knowledge and competency. These skills are necessary to function in today's technologically-based workforce. Therefore, we have adjusted our teaching techniques and programs to provide students with access to interactive computer programs as well as hands-on mathematics manipulatives and traditional instructional practices.

Among the computer-based software programs the students of Tipton Hill School use are *Study Island*, *Cornerstone* and *Math Blasters*. These programs introduce a concept or skill, use guided practice and then reinforce learning and mastery with related games and competition. Students improve not only their math skills but also their technology/computer skills while building competency, knowledge and confidence.

Other essential skills are learned through the use of various hands-on tools. In addition to practice using rulers, compasses, protractors, geoboards and Quissenaire rods, students regularly utilize hand-held, multi-function calculators. These devices are used as supplements in the instructional process. This year, Tipton Hill instructors and students have begun using the *Glencoe Mathematics* series. These textbooks and resources are learner-friendly and are aligned with the *North Carolina Standard Course of Study (SCS)*. Tipton Hill has also found many of Glencoe's on-line resources to be effective at assisting students by relating mathematical objectives to real-life situations/problem-solving, analysis and application. As Tipton Hill School continues to make excellence in education our mission, we will continue to use innovative techniques, proven instructional strategies and varied instructional methods.

4. Opportunity for All Children to Meet Proficient and Advanced Levels of Performance

Faculty, staff, parents and the administration of Tipton Hill School believe that all children deserve to be actively involved in the type of schooling that surrounds each child with information, experiences and activities that promote a meaningful sense of knowing, which creates a sturdy foundation for learning. A school-wide effort is consistently made to challenge students of varying ability levels. Teachers utilize project-based science and interactive math activities as well as “challenge projects” in language and social studies. The individual help for our at-risk K-3 students has increased their fluency, comprehension, and most of all their enjoyment of reading. The teachers of the at-risk students remark that the students are participating more in class, doing their class work and homework without stress, and are generally better behaved. Since offering advanced algebraic concepts in the regular eighth grade math curriculum, over 60% of the eighth graders complete Algebra I in high school in one semester instead of one year. We also offer Algebra I to our eighth grade students. Over 60% of our eighth graders have participated each year with a passing rate of >93%. Tipton Hill has a school within a school concept, offering middle grade curriculum and scheduling for grades 5-8. The middle grade concept allows the students to gain experience, to develop more self-confidence in changing classes, and to introduce more responsibility and choices with consequences in their daily schedule.

5. Professional Development

Recognizing the link between quality staff development and progressive, proactive teaching, Tipton Hill School has adopted the philosophy that meaningful staff development is an indispensable process, without which schools could not hope to prepare young people for citizenship and productive employment. We stretch our school dollars by attending staff development workshops and writing grants. Staff development focuses on actual student needs and outcomes. The unique feature about Tipton Hill School is that every employee, both certified and classified, accepts the responsibility of being a staff developer, thus fulfilling the school mission of developing life-long learners who value themselves, contribute to their community, and succeed in a changing world.

Staff development activities include whole faculty/staff training in effective subject area/interest area topics and identified student needs. Technology training is ongoing. Tipton Hill is committed to integrating technology with the curricular standards for the North Carolina Standard Course of Study. Teachers at Tipton Hill continue to use technology in a variety of ways. The following applications are the most common: word processing (papers, projects, daily tasks), Internet, *Accelerated Reader* software and *Cornerstone Math* and other instructional software. Teachers are spending additional time with skills practice instructional software and games that reinforce content knowledge and skills acquisition. Included in the staff development plan is professional training in conflict mediation, character education implementation, health and safety issues and concerns. Going the extra mile to meet the varied needs of students, Tipton Hill employees receive training in learning styles, CPR and social skills.

The students become more motivated and ready to learn when the teachers return from training sessions. It not only focuses the teachers but also energizes them because the students are willing to learn in a new and different way.

Faculty and staff are consistently encouraged to attend local, regional and national subject area/interest area workshops and conferences. School grants are written by faculty and administration. They routinely include a staff development component to insure adequate preparation for effective change implementation.

NORTH CAROLINA ASSESSMENT DATA

Data Display Table for Reading

Grade Level: 3

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	May	May	May	May	May
SCHOOL SCORES	93%	>95%	75%	86%	>95%
% At or Above Level III (on grade level)	>93%	>95%	>75%	>86%	>95%
% At Level IV (above grade level)	73%	>95%	43%	14%	69%
Number of students tested	15	5	16	14	16
Number of Valid Scores	15	5	16	14	16
Percent of total students tested	100%	100%	100%	100%	100%
Number of students excluded	0	0	0	0	0
Percent of students excluded	0%	0%	0%	0%	0%
STATE SCORES					
% At or Above Level III	83%	83%	80%	76%	74%
State Mean Score	248	247	248	246	245

No Subgroup scores are reported because numbers are too small.

NORTH CAROLINA ASSESSMENT DATA

Data Display Table for Mathematics

Grade Level: 3

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	May	May	May	May	May
SCHOOL SCORES	>95%	>95%	75%	93%	93%
% At or Above Level III (on grade level)	>95%	>95%	75%	93%	93%
% At Level IV (above grade level)	53%	80%	12%	14%	63%
Number of students tested	15	5	16	14	16
Number of Valid Scores	15	5	16	14	16
Percent of total students tested	100%	100%	100%	100%	100%
Number of students excluded	0	0	0	0	0
Percent of students excluded	0%	0%	0%	0%	0%
STATE SCORES					
% At or Above Level III	89%	89%	77%	74%	72%
State Mean Score	253	253	252	251	250

No Subgroup scores are reported because numbers too small.

NORTH CAROLINA ASSESSMENT DATA

Data Display Table for Reading

Grade Level: 4

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	May	May	May	May	May
SCHOOL SCORES	>95%	93%	93%	>95%	80%
% At or Above Level III (on grade level)	>95%	93%	93%	>95%	80%
% At Level IV (above grade level)	>95%	86%	28%	75%	20%
Number of students tested	5	15	14	12	15
Number of Valid Scores	5	15	14	12	15
Percent of total students tested	100%	100%	100%	100%	94%
Number of students excluded	0	0	0	0	1
Percent of students excluded	0%	0%	0%	0%	6%
STATE SCORES					
% At or Above Level III	84%	84%	77%	75%	72%
State Mean Score	252	253	257	249	249

No Subgroup scores are reported because numbers too small.

NORTH CAROLINA ASSESSMENT DATA

Data Display Table for Mathematics

Grade Level: 4

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	May	May	May	May	May
SCHOOL SCORES	>95%	>95%	93%	>95%	>95%
% At or Above Level III (on grade level)	>95%	>95%	93%	>95%	>95%
% At Level IV (above grade level)	>95%	86%	42%	91%	25%
Number of students tested	5	15	14	12	16
Number of Valid Scores	5	15	14	12	16
Percent of total students tested	100%	100%	100%	100%	100%
Number of students excluded	0	0	0	0	0
Percent of students excluded	0%	0%	0%	0%	0%
STATE SCORES					
% At or Above Level III	96%	95%	89%	87%	84%
State Mean Score	259	259	257	256	255

No Subgroup scores are reported because numbers too small.

NORTH CAROLINA ASSESSMENT DATA

Data Display Table for Reading

Grade Level: 5

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	May	May	May	May	May
SCHOOL SCORES	>95%	>95%	>95%	88%	92%
% At or Above Level III (on grade level)	>95%	>95%	>95%	88%	92%
% At Level IV (above grade level)	55%	83%	71%	29%	38%
Number of students tested	18	12	14	17	13
Number of Valid Scores	18	12	14	17	13
Percent of total students tested	100%	100%	100%	100%	100%
Number of students excluded	0	0	0	0	0
Percent of students excluded	0%	0%	0%	0%	0%
STATE SCORES					
% At or Above Level III	89%	89%	85%	83%	79%
State Mean Score	257	257	255	254	253

No Subgroup scores are reported because numbers too small.

NORTH CAROLINA ASSESSMENT DATA

Data Display Table for Mathematics

Grade Level: 5

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	May	May	May	May	May
SCHOOL SCORES	>95	>95%	>95%	>95%	92%
% At or Above Level III (on grade level)	>95%	>95%	>95%	>95%	92%
% At Level IV (above grade level)	83%	75%	64%	58%	31%
Number of students tested	18	12	14	17	13
Number of Valid Scores	18	12	14	17	13
Percent of total students tested	100%	100%	100%	100%	100%
Number of students excluded	0	0	0	0	0
Percent of students excluded	0%	0%	0%	0%	0%
STATE SCORES					
% At or Above Level III	93%	93%	88%	87%	83%
State Mean Score	262	262	261	260	259

No Subgroup scores are reported because numbers too small.

NORTH CAROLINA ASSESSMENT DATA

Data Display Table for Reading

Grade Level: 6

	2003- 2004	2002- 2003	2001- 2002	2000- 2001	1999- 2000
Testing month	May	May	May	May	May
SCHOOL SCORES	>95%	>95%	93%	92%	>95%
% At or Above Level III (on grade level)	>95%	>95%	93%	92%	>95%
% At Level IV (above grade level)	41%	66%	50%	57%	53%
Number of students tested	12	15	14	14	15
Number of Valid Scores	12	15	14	14	15
Percent of total students tested	100%	100%	100%	100%	83%
Number of students excluded	0	0	0	0	3
Percent of students excluded	0%	0%	0%	0%	17%
STATE SCORES					
% At or Above Level III	81%	82%	74%	71%	70%
State Mean Score	259	259	258	257	256

No Subgroup scores are reported because numbers too small.

NORTH CAROLINA ASSESSMENT DATA

Data Display Table for Mathematics

Grade Level: 6

	2003- 2004	2002- 2003	2001- 2002	2000- 2001	1999- 2000
Testing month	May	May	May	May	May
SCHOOL SCORES	>95%	>95%	93%	92%	>95%
% At or Above Level III (on grade level)	>95%	>95%	93%	92%	>95%
% At Level IV (above grade level)	83%	86%	57%	64%	60%
Number of students tested	12	15	14	14	15
Number of Valid Scores	12	15	14	14	15
Percent of total students tested	100%	100%	100%	100%	83%
Number of students excluded	0	0	0	0	3
Percent of students excluded	0%	0%	0%	0%	17%
STATE SCORES					
% At or Above Level III	90%	90%	86%	83%	81%
State Mean Score	266	266	265	263	262

No Subgroup scores are reported because numbers too small.

NORTH CAROLINA ASSESSMENT DATA

Data Display Table for Reading

Grade Level: 7

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	May	May	May	May	May
SCHOOL SCORES	>95%	>95%	>95%	74%	>95%
% At or Above Level III (on grade level)	>95%	>95%	>95%	74%	>95%
% At Level IV (above grade level)	>95%	64%	64%	43%	73%
Number of students tested	15	14	14	16	11
Number of Valid Scores	15	14	14	16	11
Percent of total students tested	100%	100%	100%	100%	100%
Number of students excluded	0	0	0	0	0
Percent of students excluded	0%	0%	0%	0%	0%
STATE SCORES					
% At or Above Level III	86%	85%	77%	75%	76%
State Mean Score	261	261	258	258	258

No Subgroup scores are reported because numbers too small.

NORTH CAROLINA ASSESSMENT DATA

Data Display Table for Mathematics

Grade Level: 7

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	May	May	May	May	May
SCHOOL SCORES	>95%	93%	71%	87%	90%
% At or Above Level III (on grade level)	>95%	93%	71%	87%	90%
% At Level IV (above grade level)	86%	78%	64%	62%	73%
Number of students tested	15	14	14	16	11
Number of Valid Scores	15	14	14	16	11
Percent of total students tested	100%	100%	100%	100%	100%
Number of students excluded	0	0	0	0	0
Percent of students excluded	0%	0%	0%	0%	0%
STATE SCORES					
% At or Above Level III	85%	83%	83%	81%	81%
State Mean Score	269	268	268	267	264

No Subgroup scores are reported because numbers too small.

NORTH CAROLINA ASSESSMENT DATA

Data Display Table for Reading

Grade Level: 8

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	May	May	May	May	May
SCHOOL SCORES	>95%	>95%	93%	92%	90%
% At or Above Level III (on grade level)	>95%	>95%	93%	92%	90%
% At Level IV (above grade level)	91%	86%	50%	66%	27%
Number of students tested	12	15	16	12	11
Number of Valid Scores	12	15	16	12	11
Percent of total students tested	100%	100%	100%	100%	100%
Number of students excluded	0	0	0	0	0
Percent of students excluded	0%	0%	0%	0%	0%
STATE SCORES					
% At or Above Level III	89%	88%	85%	83%	83%
State Mean Score	264	264	263	263	263

No Subgroup scores are reported because numbers too small.

NORTH CAROLINA ASSESSMENT DATA

Data Display Table for Mathematics

Grade Level: 8

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	May	May	May	May	May
SCHOOL SCORES	92%	93%	93%	82%	>95%
% At or Above Level III (on grade level)	92%	93%	93%	82%	>95%
% At Level IV (above grade level)	66%	66%	68%	66%	73%
Number of students tested	12	15	16	12	11
Number of Valid Scores	12	15	16	12	11
Percent of total students tested	100%	100%	100%	100%	100%
Number of students excluded	0	0	0	0	0
Percent of students excluded	0%	0%	0%	0%	0%
STATE SCORES					
% At or Above Level III	85%	84%	82%	80%	81%
State Mean Score	272	272	271	270	270

No Subgroup scores are reported because numbers too small.